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ABSTRACT

The document, nearly half of which consists of appendixes, reports on a national survey conducted by The Council for Exceptional Children to determine the current status of state requirements for special education class sizes and caseloads, and to identify the policy issues for further research. Section 1 relates the overall survey findings on the variables states appear to have used to determine class size/caseload figures, including exceptionality, grade level, severity of handicap, type of classroom/program, use of aids, and distance traveled by the itinerant teacher. Section 2 focuses on specific findings and is based upon an analysis of the data gathered for each exceptionality, including mentally retarded, hearing impaired, speech impaired, visually handicapped, emotionally disturbed, physically handicapped, multiply handicapped, learning disabled, and gifted and talented. Section 3 identifies policy issues needing additional research. Included in the appendixes are a list of state special education regulations used in the study, and analyses of state regulations regarding special education class size for 12 exceptionalities. (Author/DLS)

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SPECIAL EDUCATION CLASS SIZES

A State of Policy Report
March, 1980

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for

The Policy Options Project

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CONTENTS

	Page
LIST OF TABLES	iii
INTRODUCTION	1
Statement of Purpose	1
Methodology	1
Organization	2
SECTION I: GENERAL FINDINGS	2
Exceptionality	3
Grade Level	4
Severity	5
Type of Program	6
Other	8
SECTION II: SPECIFIC FINDINGS	10
Mentally Retarded	11
Hearing Impaired	11
Speech Impaired	11
Visually Handicapped	11
Emotionally Disturbed	12
Physically Handicapped	12
Multiply Handicapped	12
Learning Disabled	13
Gifted and Talented	13
Summary	16
SECTION III: POLICY ISSUES FOR FURTHER RESEARCH	16
APPENDIX A - List of State Special Education Regulations Used in This Study	19
APPENDIX B-M - Analysis of State Regulations Regarding Special Education Class Size	
B - Mentally Retarded	21
C - Educable Mentally Retarded	22
D - Trainable Mentally Retarded	23
E - Hearing Impaired	24
F - Speech Impaired	25
G - Visually Handicapped	26
H - Emotionally Disturbed	27
I - Physically Handicapped	28
J - Multiple Handicapped	29
K - Learning Disabled	30
L - Gifted and Talented	31
M - Homebound	32

LIST OF TABLES

		Page
I.	Number of States Reporting Class Size/Caseload by Exceptionality, or Not at All	4
II.	Number of States Reporting Class Size/Caseload by Severity, Grade Level, or Both	6
III.	Number of States Reporting Class Size/ Caseload by Classroom Type	8
IV.	Number of States Extending Class Size with Aides	9
V.	Range of Class Size by Severity	14
VI.	Range of Class Size by Grade Level	15

INTRODUCTION

Statement of Purpose

A topic that has received increased attention, both in regular and special education, is that of class size or caseload. At issue are proponents of the idea that reduced class size improves the quality of education, and school administrators faced with financial facts related to declining enrollment and the budgetary impact of altering class size. Teacher contract negotiators seeking to represent the requests or budget limitations of both parties at the negotiating table, are asked to bargain for numbers as well as dollars. Teachers who have been on the firing line to improve the quality of instruction look to class size/caseload reduction as a major means of influencing the academic and personal development of their students, while improving their satisfaction with their profession at the same time. Parents and taxpayers also have opinions about the increased costs of providing public education and maintaining and improving the quality of service to students.

To determine the extent of state policy in this area for the Policy Options Project, the Policy Research Center of The Council for Exceptional Children researched state special education class size requirements. The purpose of this report is to describe the current status of state requirements for class sizes and caseloads and to identify the policy issues for further research. It is not the purpose of this report to propose recommendations for model class sizes or caseloads. No state provided a rationale for the class size/caseload figures used in policy documents, therefore, the following is not intended to represent what ought to be but rather to describe current state policy regarding staff to student ratios in special education.

Methodology

The data used in this analysis were gathered from the State Special

Education Regulations submitted by state directors of special education to the Policy Research Center of The Council for Exceptional Children. Appendix A includes the list of State Special Education Regulations used for this analysis. Annual Program Plans under Part B, Education of the Handicapped Act, were also reviewed but did not yield pertinent information. It sould be noted that of the fifty states and the District of Columbia, the following states included no information regarding class sizes/caseloads in state board policy: Alaska, Connecticut, Florida, Hawaii, Oregon, South Dakota, Tennessee, West Virginia, Wyoming, and the District of Columbia.

Organization

This paper is divided into three sections. Section I, General Findings, relates the overall findings on the variables states appear to have used to determine class size/caseload figures. Section II, Specific Findings, is based upon an analysis of the data gathered for each exceptionality. Section III identifies policy issues needing additional research.

Section I

GENERAL FINDINGS

In examining the data it becomes clear that there is no uniform procedure for determining class size or caseload figures across the states. Five variables emerge which states appear to have considered in regulating the number of children served in special education programs at one time. The five variables are:

- Exceptionality;
- Grade Level;
- Severity;
- Type of Classroom/Program; and
- Other (Use of aides, distance).

As each of these variables are explored in further detail, it will become clear that most states use a combination of variables to determine class size or caseload.

Exceptionality

The most common factor used by states in regulating the number of children in special education classes or caseloads, seems to be exceptionality. In other words, most state regulations specified class sizes/caseloads by exceptionality (i.e., Mentally Retarded, Hearing Impaired, Speech Impaired, Visually Handicapped, Emotionally Disturbed, Physically Handicapped, Multiply Handicapped, Learning Disabled, or Gifted and/or Talented). Many states further differentiated the Mentally Retarded category into Educable Mentally Retarded and Trainable Mentally Retarded, which would indicate a level of severity within that particular exceptionality. Some states did not specify class sizes for every exceptionality, therefore, the numbers of states vary according to exceptionality. With the exception of Gifted/Talented, five states, Idaho, Illinois, Maryland, Rhode Island, and Wisconsin, specified class sizes by type of program rather than by exceptionality. Wisconsin was the only state that specified class sizes for Gifted/Talented by type of program.

The class sizes specified by exceptionality were usually further differentiated according to grade level or severity.

Table I. NUMBER OF STATES REPORTING CLASS SIZE/CASELOAD BY EXCEPTIONALITY, OR NOT AT ALL

	Information Specified by: Exceptionality	Type of Program	Information Not Given
Mentally Retarded	22	5	24
Educable Mentally Retarded	22	5	24
Trainable Mentally Retarded	20	5	26
Hearing Impaired	33	5	13
Speech Impaired	30	5	16
Visually Handicapped	29	5	17
Emotionally Disturbed	30	5	16
Physically Handicapped	28	5	18
Multiple Handicapped	20	5	26
Learning Disabled	31	5	15
Gifted/Talented	11	1	39

Grade Level

The data indicate that within each category of exceptionality, with the exception of the Mental Retardation category, most states further regulated class sizes according to the grade level of the student (see Table II). Preschool, elementary, and secondary level class sizes tended to be specified for each exceptionality. In general, the secondary level has larger class sizes than those specified for the elementary or preschool levels. The exceptions occurred in Arkansas where there are small class sizes for secondary level Emotionally

Disturbed students and in Vermont where there are smaller class sizes for secondary level Learning Disabled students.

Severity

Several states regulate special education class sizes according to the severity of the exceptionality. In other words, within each category of exceptionality different class sizes may be specified for mildly, moderately and severely handicapped students. In general, class sizes for mildly handicapped, emotionally disturbed, learning disabled and mentally retarded students are similar.

The class sizes for specific types of severe/profound students within a particular exceptionality are often required to be smaller than the class sizes for the broad category. For instance, classes for autistic students are generally smaller than classes for students generically classified as Emotionally Disturbed and classes for deaf students and blind students are generally smaller than the classes for other children with less severe impairments in the Hearing Impaired and Visually Handicapped categories.

As indicated on Table II, a few states specified class sizes by both Severity and Grade Level.

Table II. NUMBER OF STATES REPORTING CLASS SIZE/CASELOAD BY SEVERITY, GRADE LEVEL, OR BOTH

	Information Given By: Severity	Grade Level	Both
Mentally Retarded	4	4	10
Educable Mentally Retarded	1	20	--
Trainable Mentally Retarded	0	19	--
Hearing Impaired	4	32	3
Speech Impaired	3	25	3
Visually Handicapped	3	27	2
Emotionally Disturbed	8	30	7
Physically Handicapped	4	28	3
Multiple Handicapped	4	20	3
Learning Disabled	3	31	2
Gifted/Talented	1	9	--

Type of Program

Four types of programs have been identified as variables in state regulatory policy concerning class sizes/caseloads for special education programs. The self-contained classroom, the resource room, the itinerent teacher program and hospitalized/homebound programs are program variables states appear to have considered in addition to exceptionality, severity and grade level. In differentiating between the types of programs, it appears that the term "class size" indicates the number of students state policy permits in a self-contained classroom

at one time. "Caseload" indicates the total number of students state policy will allow to be enrolled in a resource room or itinerent program. Caseload figures do not generally refer to the number of students seen by the teacher at one time. For this reason, the figures specified for self-contained classrooms are much smaller than the caseloads of the resource room or the itinerent program.

Table III depicts the number of states specifying class size/caseload figures by the type of program (self-contained, resource or itinerant) within the grade level or severity of each category of exceptionality.

The fourth type of program, homebound/hospitalized instruction, was discussed less often in policy and for this reason does not appear on Table III. Regulations in seventeen states do not address programs for homebound or hospitalized students at all. Twenty-three states have written regulatory policy for these programs but that policy does not specify actual caseloads. Only eleven state regulations contained caseload policy for homebound/hospitalized instruction. Within these states, the number of hospitalized students per teacher caseload ranges from 6-15 and the number of homebound students per teacher caseload is 5-12. The average caseloads range from 5-7 students.

Table III. NUMBER OF STATES REPORTING CLASS SIZE/CASELOAD BY CLASSROOM TYPE

	Information Reported By:											
	Severity				Grade Level				Both			
	NS	Mi	Mo	S	NS	SC	RR	IT	NS	SC	RR	IT
Mentally Retarded	5	7	3	3	5	9	8	2	3	4	2	1
Educable Mentally Retarded					6	14	12	5				
Trainable Mentally Retarded					6	14	4	0				
Hearing Impaired	0	4	3	2	10	21	14	13	0	3	2	1
Speech Impaired		3	2	1	7	6	9	13	2	1	0	0
Visually Handicapped	0	2	2	2	8	17	14	11	0	1	0	1
Emotionally Disturbed	1	5	2	2	8	22	14	9	1	4	0	0
Physically Handicapped	0	4	2	2	6	22	12	8	0	3	1	0
Multiple Handicapped	0	4	1	2	5	14	8	4	0	3	0	0
Learning Disabled	0	3	2	2	8	19	19	13	0	2	2	2
Gifted/Talented		1	1	1	5	5	4	2				
Homebound												

Key: NS - Not Specified
Mi - Mild
Mo - Moderate
S - Severe
SC - Self-Contained
RR - Resource Room
IT - Itinerent Teacher Program

Other

Two additional variables found in state policy regulating special education class sizes and caseloads are the use of aides and the distance traveled by an itinerent teacher.

Several states allow more students to be served in classrooms where teacher's aides are used. For example, policy in the state of Kansas allows the number of

Emotionally Disturbed students in a self-contained classroom to be increased from 8 to 10 if there is an aide assisting the teacher. While many states recommend the use of aides in all classes, some states specify that the actual size of the class can be larger when and if an aide is present.

As indicated on Table IV, only a few states include this variable in their policy regulating class size.

The distance traveled by the itinerant teacher is also a consideration in determining caseloads in many states. Some states reduce the number of students to be seen by the itinerent teacher when distance is a prohibitive factor.

Table IV. NUMBER OF STATES EXTENDING CLASS SIZE WITH AIDES

	Maximum Class Size Extended with Aide	Aide Required or Recommended
	# States	# States
Mentally Retarded	2	5
Educable Mentally Retarded	2	0
Trainable Mentally Retarded	6	2
Hearing Impaired	3	2
Speech Impaired	3	1
Visually Handicapped	4	3
Emotionally Disturbed	6	7
Physically Handicapped	7	4
Multiple Handicapped	5	7
Learning Disabled	6	4
Gifted/Talented	0	0

Section II of this report will include specific findings in each exceptionality which will give further insight into the use of these variables for determining class size.

Section II

SPECIFIC FINDINGS

Tables V and VI include the range of maximum class sizes specified across the states for each exceptionality. For example, we looked at the largest number of children allowed in a particular class in each state and we pulled from those figures a range of the smallest maximum class size to the largest maximum class size. That is, one state may have indicated that a self-contained classroom for mild MR may have a maximum of 15 students while another state indicated that 24 students is the maximum allowable. In that category the range of maximum class size would be 15-24. On Tables V and VI this range is represented as $\frac{15}{24}$. This approach to presenting the data was chosen because the wide variety in state provisions limited the kinds of comparisons that could be made.

A close look at both of these tables points to the fact that there is a great variance in the maximum class sizes across the states. The greatest variance occurs for Speech Impaired (5-60 for self-contained, 15-100 for Resource Room, and 50-100 for Itinerent Teacher programs) and Gifted (6-27 for self-contained, 24-100 for Resource Room, and 25-175 for Itinerent Teacher programs). It can also be noted that in general the maximum class sizes for secondary students are greater than the maximum class sizes for preschool or elementary students.

Since the majority of states specify class sizes for particular exceptionalities, the following findings are discussed by exceptionality. Refer to Tables V and VI for specific figures for each category.

Mentally Retarded (MR)

Most states specify class sizes for mentally retarded children. However, several states differentiate the MR category into Educable Mentally Retarded (EMR) and Trainable Mentally Retarded (TMR). The use of the EMR and TMR categories seems to indicate that the level of severity built into those terms may be a factor for determining class size. In the general category of MR, 14 states specified class size by severity and 15 states specified class size by grade level.

Hearing Impaired

In this particular category, there is very little data specified by severity. However, class sizes for deaf children are generally found to be smaller than for children with less severe hearing impairments. The majority of states specify class sizes for hearing impaired students by grade level.

Speech Impaired

Of all the class sizes specified by exceptionality, Speech Impaired class sizes seem to vary the most. As indicated in Tables V and VI, figures for self-contained classrooms were somewhat consistent with from 5 to 15 students, the number of students in a Resource Room ranged from 15 to 100, and the number of students in the Itinerent Teacher program ranged from 50 to 110. It should be noted, however, that for Resource Rooms and Itinerent Teacher programs most states were specifying caseloads rather than the number of students in a class at one time. It would appear that most speech impaired students are served in Resource Rooms or Itinerent Teacher programs since that is more commonly specified in state policy.

Visually Handicapped

As was true for the Hearing Impaired, class sizes for the more severely

impaired, in this case the blind students, are much smaller than for students with less severe impairments. It is clear that mildly or moderately visually handicapped students are generally served in Resource Rooms. Self-contained classrooms generally serve students in the moderately to severely handicapped range. As can be seen in Tables V and VI, the majority of states regulated maximum caseloads for Resource Rooms and Itinerent Teacher programs to be between 10 to 20 visually handicapped students.

Emotionally Disturbed

Within this exceptionality, students who are autistic are generally served in smaller classrooms than children with less severe impairments.

In instances when states specified class sizes according to grade level, the maximum number of students allowed in self-contained classes are 8 for pre-school, and 8 to 10 students for elementary and secondary grade levels.

Resource Room and Itinerent Teacher programs do not reflect class sizes by grade level, however, the majority of states specify a maximum range of 10 to 20 students in a Resource Room and 20 to 30 students per Itinerent Teacher. Once again it should be noted that these figures generally reflect caseloads, not the actual number of students seen by the teacher at one time.

Physically Handicapped

Very few conclusions can be drawn from the data specified for class sizes for physically handicapped students. Most states regulated class sizes by grade level rather than by the severity of the handicap in this category.

Multiply Handicapped

A number of states indicated that class sizes are not specified for this exceptionality due to the low incidence rate. Many states suggest seeking alternative methods of serving students with multiple handicaps.

The majority of states that specified the number of students allowed in a class or caseload did so according to grade level. Very few states specified class sizes according to severity.

With the exception of Minnesota, no state set specific class sizes dependent upon the types of handicapped. Minnesota, however, set a maximum class size of six specifically for deaf-blind students.

Learning Disabled

Class sizes for Learning Disabled students are regulated according to grade level in most states. The majority of those states specified a maximum of 8 to 10 students in a self-contained classroom; 15 to 18 students in a Resource Room; and, 10 to 20 students per Itinerent Teacher.

Those states that specified class sizes according to the severity of the learning disability did so only for mild or moderately Learning Disabled students.

Gifted and Talented

Only ten states regulate class sizes for Gifted and Talented students. Nine of those states do so according to grade level, however, New Mexico specified the class sizes according to severity.

The maximum numbers of Gifted and Talented students allowed in a self-contained classroom range from 20 to 27. The average number of Gifted and Talented students allowed in a Resource Room caseload is 61, however, one state allows only up to 35, while another allows up to 100.

The greatest variance occurs in caseloads for Itinerent Teachers. Although only two states specified caseloads in this type of program, Kansas specified a 25 student caseload while North Carolina specified 175 students.

Table V

RANGE OF CLASS SIZE BY SEVERITY

Exceptionality	N			SC				RR				IT			
	Mi	Mo	S	N	Mi	Mo	S	N	Mi	Mo	S	N	Mi	Mo	S
Mentally Retarded	12 29	6 17	5 24	10	10 15	5 15	5 6	--	15 24	30	5	35	15 50	20	--
Educable Mentally Retarded	--	15	--	--	--	--	--	--	--	--	--	--	--	--	--
Trainable Mentally Retarded	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Hearing Impaired	--	--	--	10	--	12	5 6	15	15 24	15	--	35	25	--	--
Speech Impaired	90	45	20	--	60	12 40	5 20	--	--	35	20	90	--	--	--
Visually Handicapped	--	--	--	--	--	12	5 6	--	24	24	--	35	30	--	--
Emotionally Disturbed	--	--	6 10	--	--	12	5 6	24	--	--	--	35	--	--	--
Physically Handicapped	--	--	--	--	--	12	5 6	--	20 24	20	--	35	25	--	--
Multiply Handicapped	--	--	--	--	--	12	6 12	--	24	--	--	35	25	25	--
Learning Disabled	--	--	--	--	--	10 12	5 10	--	24 25	25	--	35	30	--	--
Gifted	--	--	--	--	--	12	6	--	24	--	--	35	--	--	--

Key: N - Not Specified
SC - Self-Contained
RR - Resource Room
IT - Itinerent Teacher

Mi - Mild
Mo - Moderate
S - Severe

Table VI

RANGE OF CLASS SIZE BY GRADE LEVEL

Exceptionality	N				SC				RR				IT			
	N	P	E	S	N	P	E	S	N	P	E	S	N	P	E	S
Mentally Retarded	6/10	5/12	5/12	5/12	5/15	8	8/15	10/20	5/30	8/10	15/30	18/30	30/50	--	--	--
Educable Mentally Retarded	18/20	8	10/18	14/22	8/16	12	12/18	16/20	15/24	40	24/40	24/40	20/30	--	20/33	20/33
Trainable Mentally Retarded	8/30	6	8/18	--	6/12	--	10/12	12/15	8/20	--	--	--	--	--	--	--
Hearing Impaired	6/60	6/60	8	10/12	4/15	5/15	6/15	8/17	6/24	8	12/15	15	8/70	10	15	15
Speech Impaired	50/90	10	--	--	8/10	5/9	8/15	8/15	15/75	50	50/100	50/100	60/110	50	50/100	50/100
Visually Handicapped	4/16	6/8	6/8	8/10	6/12	8/13	8/15	10/15	8/25	8	8/15	15	10/50	--	12/15	15/20
Emotionally Disturbed	6/15	4/16	6/10	10	4/12	8/13	8/15	8/15	8/26	8	15/33	15/33	12/50	--	20/33	20/33
Physically Handicapped	6/15	6	6/10	10/12	6/16	6/11	6/15	6/15	6/20	8	12/20	12/20	6/30	--	20/30	20/30
Multiple Handicapped	9/10	6	5/8	7/12	4/12	7/8	7/8	7/10	4/25	8	10	15	6/30	--	12	20
Learning Disabled	8/20	8/12	10/12	10/24	8/15	8/13	8/18	5/18	15/26	15	15/33	15/33	15/40	30	30/33	30/33
Gifted	15/16	10	5/12	14/16	20/26	23	8/23	12/27	35/100	--	--	--	25/175	--	--	--

Key:
N - Not Specified
SC - Self-Contained
RR - Resource Room
IT - Itinerent Teacher
P - Primary
E - Elementary
S - Secondary

SUMMARY

As in previous studies related to regular education class size, this report indicates that there are no standard criteria for determining class sizes and caseloads for special education. While the majority of states regulate class size by grade level within each category of exceptionality, this approach may not necessarily be preferable to specifying class sizes by another approach such as the severity of the exceptionality. While no state specifically indicated use of individualized education programs (IEPs) as a determining variable, it would appear that the use of a combination of variables (i.e., exceptionality, grade level, severity, type of classroom/program, or other), to determine class sizes for special education is an attempt to develop policy consistent with the student's needs.

While there is a lack of agreement as to which kinds and what numbers constitute effective programs for exceptional children, it is clear that many states are beginning to address this issue and develop policy to ensure quality educational programs for exceptional children.

Section III

POLICY ISSUES FOR FURTHER RESEARCH

Empirical studies attempting to define the optional class size have been largely conflicting leaving one with the conclusion that little or no research basis exists for an optimum class size.[1] Yet most teachers feel the size of their classes to be directly related to their job satisfaction. The appropriate pupil-teacher ratio in any class would seem to be a function of many factors including the teaching process used, the availability of materials, the subjects being taught, the temperament and abilities of the teacher and the needs of the

[1] See Class Size: A Summary of Research, Educational Research Services, Inc., Arlington, Virginia, 1978.

students. Without question, however, a small class would allow more individual attention than would a larger one - a significant fact when the educational and related needs of pupils are great.

Rather than calling for more studies to support or refute an optimal concept, the issues identified below are policy issues related to considerations upon which decisions about the size of classes for exceptional students are made. The considerations upon which class size is dependent need to be further explored with respect to exceptional students.

- What is the relationship between class size and the instructional procedures used with exceptional students?
- What is the extent of state and local policy regarding the number of students who can be seen by a teacher or therapist at any one time?
- How does class size affect the exceptional pupil's achievement?
- Does this vary according to type of exceptionality or type of program model?
- More needs to be known about how class size relates to the subject matter being taught in special education programs.
- There needs to be mechanisms for determining the appropriate class size for handicapped students based on the students individualized education programs (IEP).
- More needs to be known about the effectiveness of using paraprofessionals or aides to extend the size of classes given a variety of circumstances such as variation in student's physical, intellectual and emotional development.

- More needs to known about how class size affects the special education classroom environment and the environment of regular education classes where handicapped students are enrolled.
- Extension of this topic into vocational settings is necessary to determine appropriate policy for setting case loads for rehabilitation counselors and workers, sheltered workshop and community living staff
- More needs to be known about the procedures states use in determining class sizes.

List of State Special Education Regulations Used in This Study

State	Title
Alabama	Program for Exceptional Children and Youth 1979
Alaska	Special Education Handbook 1978
Arizona	Conditions and Standards Relating to the Identification and Placement of Exceptional Students 1978
Arkansas	Procedures for Evaluation, Placement, and Appeals: Special Ed. and Related Services 1978
California	Title 5, California and Administrative Code, Regulations 1979
Colorado	Rules for the Administration of the Handicapped Children's Educational Act 1976
Connecticut	Administrative Regulations for Children Requiring Special Education 1979
Delaware	Administrative Manual for Programs for Exceptional Children 1978
Florida	Vol 1-B Florida Statutes and State Board of Education Rules 1978
Georgia	Special Education Regulations and Procedures 1978
Hawaii	Rules for Department Operations- Rule 49 1978
Idaho	Administrative Rules and Regulations for Special Education 1979
Illinois	Rules and Regulations to Govern the Administration and Operation of Special Education 1979
Indiana	Rule S-1 1978
Iowa	State Plan for Fiscal Year 1979 - Special Education
Kentucky	707 Chapter I of Kentucky Administrative Regulations 1978
Louisiana	Act 754 Regulations 1978
Maine	Special Education Regulations 1978
Maryland	Programs for Handicapped Children Bylaw 13.04.01 1978
Massachusetts	Administration Manual Ch. 766 Regulations 1978
Michigan	Special Education Code as amended Jan. 14, 1977
Minnesota	EDU 120 Ch. 7 Standards and Procedures 1977
Mississippi	Policies and Operating Procedures for the Mississippi Program for Exceptional Children 1977
Missouri	Regulations, Standards and Procedural Guidelines 1977
Montana	Special Education Rules and Regulations 1978
Nebraska	Rule 51, 52, 3 1977
Nevada	Standards and Instructions for Administration of Exceptional Pupil Education Programs 1979
New Hampshire	Procedures and Recommendations for Establishing Special Education Programs for Trainable Children
New Jersey	Administrative Code Title 6 Education
New Mexico	A Plan for the Delivery of Special Education Services in New Mexico - Regulations 1976
New York	Regulations of the Commissioner of Education Part 200
North Carolina	Rules Governing Programs and Services for Children with Special Needs 1979
North Dakota	Guide I - Laws, Policies, and Regulations for Special Education for Exceptional Students 1977
Ohio	Standards for Special Education 1977
Oklahoma	A Program of Education for Exceptional Children in Oklahoma 1978
Oregon	Administrative Rules for Oregon Education 1976
Pennsylvania	Ch. 13 - Special Education Regulations 1977

List of State Special Education Regulations Used in This Study

State	Title
Rhode Island	Regulations of the Board of Regents Governing the Special Education of Handicapped Children 1978
South Carolina	Policies of the State Board of Education 1977
South Dakota	Rules with Regard to Special Education Article 24:05 1977
Tennessee	Rules, Regulations and Minimum Standards 1978-79
Texas	Policies and Administrative Procedures for the Education of Handicapped Students 1979
Utah	Rules and Regulations for Programs for the Handicapped 1977
Vermont	Identification and Evaluation of Handicapped Students for Special Educational Services 1978
Virginia	Administrative Requirements and Guidelines for Special Education Programs 1979
Washington	Guidelines for Chapter 392-171 WAC 1978
West Virginia	Standards for the Education of Exceptional Children 1979
Wisconsin	Rules Implementing Subchapter IV of Ch. 115 Wisconsin Statutes 1978
Wyoming	Rules and Regulations Governing Programs and Services for Handicapped Children in Wyoming School Districts 1978
District of Columbia	Rules and Regulations 1976

Analysis of State Regulations Regarding Special Education Class Size

Mentally Retarded

Prepared by the
Policy Research Center
The Council for Exceptional Children

Mentally Retarded **See also EMR TMR*	Information not given in regulations	State reports by program type not exceptionality	Service Model Reported		Maximum size extended with aide	Aide required or recommended	Limits number in class at one time
			Severity	Age Range			
*Alabama			X	X			
Alaska	X						
Arizona	X						
*Arkansas			X	X			
California	X						
Colorado				X			
Connecticut	X						
*Delaware			X	X			
Florida	X						
*Georgia			X	X		X	
Hawaii	X						
Idaho		X					
Illinois		X					
Indiana	X						
Iowa			X	X			
*Kansas	X						
*Kentucky	X						
Louisiana			X				
Maine			X	X	X		
Maryland		X					
Massachusetts	X						
*Michigan			X			X	
*Minnesota			X	X			
*Mississippi	X		X	X			
Missouri							
Montana	X						
*Nebraska			X	X			
*Nevada			X	X		X	
New Hampshire				X			X
*New Jersey				X			X
New Mexico			X			X	
*New York	X						
*North Carolina			X		X	X	
*North Dakota	X						
*Ohio	X						
*Oklahoma	X						
Oregon	X						
*Pennsylvania	X						
Rhode Island		X					
*South Carolina	X						
South Dakota	X						
Tennessee	X						
Texas				X			
*Utah	X						
*Vermont	X						
*Virginia	X						
Washington	X						
West Virginia	X						
Wisconsin		X					
Wyoming	X						
D.C.	X						

Analysis of State Regulations Regarding Special Education Class Size

Educable Mentally Retarded

Prepared by the
Policy Research Center
The Council for Exceptional Children

Educable Mentally Retarded **See also MR TMR*	Information not given in regulations	State reports by program type not exceptionality	Service Model Reported		Maximum size extended with aide	Aide required or recommended	Limits number in class at one time
			Severity	Age Range			
*Alabama				X			
Alaska	X						
Arizona	X						
*Arkansas	X						
California	X						
*Colorado	X						
Connecticut	X						
*Delaware				X			
Florida	X						
*Georgia				X			
Hawaii	X						
Idaho		X					
Illinois		X					
Indiana	X						
*Iowa	X						
*Kansas			X		X		
Kentucky				X			
*Louisiana	X						
*Maine	X						
Maryland		X					
Massachusetts	X						
*Michigan				X			X
*Minnesota				X			
*Mississippi				X			
*Missouri	X						
Montana	X						
*Nebraska				X			
Nevada				X	X		
*New Hampshire	X						
New Jersey				X			X
*New Mexico	X						
*New York				X			
*North Carolina				X			X
*North Dakota				X			
Ohio				X			
*Oklahoma				X			
Oregon	X						
*Pennsylvania				X			X
Rhode Island		X					
*South Carolina							
South Dakota	X			X			
Tennessee	X						
*Texas	X						
*Utah				X			
*Vermont				X			
*Virginia				X			
Washington	X						
West Virginia	X						
Wisconsin		X					
Wyoming	X						
D.C.	X						

Analysis of State Regulations Regarding Special Education Class Size

Trainable Mentally Retarded

Prepared by the
Policy Research Center
The Council for Exceptional Children

Trainable Mentally Retarded *[4]See also MR EMR*	Information not given in regulations	State reports by program type not exceptionality	Service Model Reported		Maximum size extended with aide	Aide required or recommended	Limits number in class at one time
			Severity	Age Range			
[4]Alabama				X			
Alaska	X						
Arizona	X				✓		
[4]Arkansas	X						
California	X						
[4]Colorado	X						
Connecticut	X						
[4]Delaware				X			
Florida	X						
[4]Georgia				X			
Hawaii	X						
Idaho		X					
Illinois		X					
Indiana	X						
[4]Iowa	X						
[4]Kansas				X	X	X	
[4]Kentucky				X	X		
[4]Louisiana	X						
[4]Maine	X						
Maryland		X					
Massachusetts	X						
[4]Michigan				X		X	
[4]Minnesota				X			
[4]Mississippi				X	X		
[4]Missouri	X						
Montana	X						
[4]Nebraska	X						
[4]Nevada				X	X		
[4]New Hampshire	X						
[4]New Jersey				X			X
[4]New Mexico	X						
[4]New York				X			
[4]North Carolina				X	X		
[4]North Dakota				X			
[4]Ohio	X						
[4]Oklahoma				X			
Oregon	X						
[4]Pennsylvania				X			
Rhode Island		X					
[4]South Carolina				X			
South Dakota	X						
Tennessee	X						
[4]Texas	X						
[4]Utah				X			
[4]Vermont				X			
[4]Virginia				X	X		
Washington	X						
West Virginia	X						
Wisconsin		X					
Wyoming	X						
D.C.	X						

Analysis of State Regulations Regarding Special Education Class Size

Hearing Impaired

Prepared by the
Policy Research Center
The Council for Exceptional Children

Hearing Impaired	Information not given in regulations	State reports by program type not exceptionality	Service Model Reported		Maximum size extended with aide	Aide required or recommended	Limits number in class at one time
			Severity	Age Range			
Alabama			X	X			
Alaska	X						
Arizona	X						
Arkansas			X	X			
California				X			
Colorado				X			
Connecticut	X						
Delaware				X			
Florida	X						
Georgia				X			
Hawaii	X						
Idaho		X					
Illinois		X					
Indiana	X						
Iowa			X	X	X		
Kansas				X			
Kentucky				X			
Louisiana				X			
Maine				X	X		
Maryland		X					
Massachusetts				X			
Michigan				X			
Minnesota				X			
Mississippi				X			
Missouri				X			
Montana				X			
Nebraska				X			
Nevada				X	X		
New Hampshire				X			
New Jersey				X			
New Mexico			X				
New York				X			
North Carolina				X		X	X
North Dakota				X			
Ohio				X			
Oklahoma				X			
Oregon	X						
Pennsylvania	X						
Rhode Island		X					
South Carolina				X			
South Dakota	X						
Tennessee	X						
Texas				X			
Utah				X			
Vermont				X			
Virginia				X		X	
Washington				X			
West Virginia	X						
Wisconsin		X					
Wyoming	X						
D.C.	X						

Analysis of State Regulations Regarding Special Education Class Size

Speech Impaired

Prepared by the
Policy Research Center
The Council for Exceptional Children

Speech Impaired	Information not given in regulations	State reports by program type not exceptionality	Service Model Reported		Maximum size extended with aide	Aide required or recommended	Limits number in class at one time
			Severity	Age Range			
Alabama			X	X			
Alaska	X						
Arizona	X						
Arkansas				X			X
California				X			
Colorado				X			
Connecticut	X						
Delaware	X						
Florida	X						
Georgia			X				
Hawaii	X						
Idaho		X					
Illinois		X					
Indiana	X						
Iowa		X	X		X		
Kansas				X			X
Kentucky				X			
Louisiana				X			
Maine				X	X		
Maryland		X					
Massachusetts				X			
Michigan				X			
Minnesota				X			
Mississippi				X			
Missouri				X			
Montana				X			
Nebraska				X			
Nevada				X			
New Hampshire				X			
New Jersey				X			X
New Mexico			X		X	X	
New York			X				
North Carolina	X						
North Dakota				X			
Ohio				X			
Oklahoma	X						
Oregon	X						
Pennsylvania				X			
Rhode Island		X					
South Carolina				X			
South Dakota	X						
Tennessee	X						
Texas				X			
Utah				X			
Vermont				X			
Virginia				X			
Washington	X						
West Virginia	X						
Wisconsin		X					
Wyoming	X						
D.C.	X						

Analysis of State Regulations Regarding Special Education Class Size

Visually Handicapped

Prepared by the
Policy Research Center
The Council for Exceptional Children

Visually Handicapped	Information not given in regulations	State reports by program type not exceptionality	Service Model Reported		Maximum size extended with aide	Aide required or recommended	Limits number in class at one time
			Severity	Age Range			
Alabama				X			
Alaska	X			X			
Arizona	X						
Arkansas			X	X			
California	X						
Colorado				X			
Connecticut	X						
Delaware				X			
Florida	X						
Georgia				X			
Hawaii	X						
Idaho							
Illinois		X					
Indiana	X	X					
Iowa			X	X	X		
Kansas	X						
Kentucky				X			
Louisiana				X			
Maine	X						
Maryland		X					
Massachusetts							
Michigan				X	X		
Minnesota				X			
Mississippi				X		X	
Missouri				X			
Montana	X			X			
Nebraska							
Nevada				X	X	X	
New Hampshire				X			
New Jersey				X			X
New Mexico			X		X	X	
New York				X			
North Carolina				X			
North Dakota				X			
Ohio				X			
Oklahoma				X			
Oregon	X						
Pennsylvania				X			
Rhode Island		X					
South Carolina				X			
South Dakota	X						
Tennessee	X						
Texas				X			
Utah				X			
Vermont	X						
Virginia	X						
Washington							
West Virginia				X			
Wisconsin		X					
Wyoming	X						
D.C.	X						

Analysis of State Regulations Regarding Special Education Class Size

Emotionally Disturbed

Prepared by the
Policy Research Center
The Council for Exceptional Children

Emotionally Disturbed	Information not given in regulations	State reports by program type not exceptionality	Service Model Reported		Maximum size extended with aide	Aide required or recommended	Limits number in class at one time
			Severity	Age Range			
Alabama			X	X			
Alaska	X						
Arizona	X						
Arkansas			X	X			
California	X					X	
Colorado				X			
Connecticut	X						
Delaware				X			
Florida	X			X			
Georgia							
Hawaii	X						
Idaho		X					
Illinois		X					
Indiana	X						
Iowa			X	X	X		
Kansas				X	X	X	X
Kentucky				X	X		
Louisiana				X			
Maine				X	X		
Maryland		X					
Massachusetts	X						
Michigan				X			X
Minnesota			X	X		X	
Mississippi	X						
Missouri				X			
Montana	X						
Nebraska				X			
Nevada				X	X		
New Hampshire				X			
New Jersey				X			X
New Mexico			X		X	X	
New York			X	X			
North Carolina				X		X	
North Dakota				X			
Ohio			X	X			
Oklahoma				X			
Oregon	X						
Pennsylvania				X			
Rhode Island		X					
South Carolina				X			
South Dakota	X						
Tennessee	X						
Texas				X			
Utah				X			
Vermont				X		X	
Virginia				X		X	
Washington				X			
West Virginia	X						
Wisconsin		X					
Wyoming	X						
D.C.	X						

Analysis of State Regulations Regarding Special Education Class Size

Physically Handicapped

Prepared by the
Policy Research Center
The Council for Exceptional Children

Physically Handicapped	Information not given in regulations	State reports by program type not exceptionality	Service Model Reported		Maximum size extended with aide	Aide required or recommended	Limits number in class at one time
			Severity	Age Range			
Alabama				X			
Alaska	X						
Arizona	X						
Arkansas			X	X		X	
California	X						
Colorado				X			
Connecticut	X						
Delaware				X			
Florida	X						
Georgia				X			
Hawaii	X						
Idaho		X					
Illinois		X					
Indiana	X						
Iowa			X	X	X		
Kansas	X						
Kentucky				X	X		
Louisiana				X			
Maine				X	X		
Maryland		X					
Massachusetts	X						
Michigan				X			
Minnesota				X			
Mississippi				X	X	X	
Missouri				X			
Montana	X						
Nebraska				X			
Nevada				X	X		
New Hampshire				X			
New Jersey				X		X	
New Mexico			X				
New York			X	X			
North Carolina				X	X	X	
North Dakota				X			
Ohio				X			
Oklahoma				X			
Oregon	X						
Pennsylvania	X						
Rhode Island		X					
South Carolina				X			
South Dakota	X						
Tennessee	X						
Texas				X			
Utah	X			X			
Vermont				X			
Virginia				X	X		
Washington				X			
West Virginia	X						
Wisconsin		S					
Wyoming	X						
D.C.	X						

Analysis of State Regulations Regarding Special Education Class Size

Multiple Handicapped

Prepared by the
Policy Research Center
The Council for Exceptional Children

Multiple Handicapped	Information not given in regulations	State reports by program type not exceptionality	Service Model Reported		Maximum size extended with aide	Aide required or recommended	Limits number in class at one time
			Severity	Age Range			
Alabama				X	X		
Alaska	X						
Arizona				X			
Arkansas			X	X		X	
California	X						
Colorado				X			
Connecticut	X						
Delaware		X					
Florida	X						
Georgia				X			
Hawaii	X						
Idaho		X					
Illinois	X						
Indiana	X						
Iowa	X						
Kansas				X		X	
Kentucky				X			
Louisiana				X			
Maine	X						
Maryland		X					
Massachusetts	X						
Michigan				X		X	
Minnesota			X	X		X	
Mississippi	X						
Missouri	X						
Montana	X						
Nebraska	X						
Nevada				X	X		
New Hampshire	X						
New Jersey				X			X
New Mexico			X		X	X	
New York			X	X			
North Carolina				X		X	
North Dakota	X						
Ohio							
Oklahoma	X					X	
Oregon	X						
Pennsylvania				X			
Rhode Island		X					
South Carolina	X						
South Dakota	X						
Tennessee	X						
Texas	X						
Utah				X	X	X	
Vermont				X			
Virginia				X	X		
Washington				X			
West Virginia	X						
Wisconsin		X					
Wyoming	X						
D.C.	X						

Analysis of State Regulations Regarding Special Education Class Size

Learning Disabled

Prepared by the
Policy Research Center
The Council for Exceptional Children

Learning Disabled	Information not given in regulations	State reports by program type not exceptionality	Service Model Reported		Maximum size extended with aide	Aide required or recommended	Limits number in class at one time
			Severity	Age Range			
Alabama				X			
Alaska	X						
Arizona				X			
Arkansas			X	X			
California	X						
Colorado				X			
Connecticut	X						
Delaware				X			
Florida	X						
Georgia				X			
Hawaii	X						
Idaho		X					
Illinois		X					
Indiana	X						
Iowa			X	X	X		
Kansas				X	X	X	X
Kentucky				X			
Louisiana				X			
Maine				X	X		
Maryland		X					
Massachusetts	X						
Michigan				X			X
Minnesota				X			
Mississippi				X		X	
Missouri				X			
Montana	X						
Nebraska				X			
Nevada				X	X		
New Hampshire				X			X
New Jersey				X			
New Mexico			X		X		
New York				X			
North Carolina				X			X
North Dakota				X			
Ohio				X			
Oklahoma				X			
Oregon	X						
Pennsylvania				X	X		
Rhode Island		X					
South Carolina				X			
South Dakota	X						
Tennessee	X			X			
Texas							
Utah				X			
Vermont				X		X	
Virginia				X		X	
Washington				X			
West Virginia	X						
Wisconsin		X					
Wyoming	X						
D.C.	X						

Analysis of State Regulations Regarding Special Education Class Size

Gifted and Talented

Prepared by the
Policy Research Center
The Council for Exceptional Children

Gifted and Talented	Information not given in regulations	State reports by program type not exceptionality	Service Model Reported		Maximum size extended with aide	Aide required or recommended	Limits number in class at one time
			Severity	Age Range			
Alabama				X			
Alaska	X						
Arizona	X						
Arkansas	X						
California	X						
Colorado	X						
Connecticut	X						
Delaware	X						
Florida	X						
Georgia				X			
Hawaii	X						
Idaho				X			
Illinois	X						
Indiana	X						
Iowa	X						
Kansas				X			
Kentucky	X						
Louisiana				X			
Maine	X						
Maryland	X						
Massachusetts	X						
Michigan	X						
Minnesota	X						
Mississippi				X			
Missouri	X						
Montana	X						
Nebraska	X						
Nevada				X			
New Hampshire	X						
New Jersey	X						
New Mexico			X				
New York	X						
North Carolina				X			X
North Dakota	X						
Ohio	X						
Oklahoma	X						
Oregon	X						
Pennsylvania				X			
Rhode Island	X						
South Carolina	X						
South Dakota	X						
Tennessee	X						
Texas	X						
Utah	X						
Vermont	X						
Virginia	X						
Washington	X						
West Virginia	X						
Wisconsin	X						
Wyoming	X						
D.C.	X						

Analysis of State Regulations Regarding Special Education Class Size

Homebound

Prepared by the
Policy Research Center
The Council for Exceptional Children

Homebound	Information not given in regulations	Program defined/ figures not given	Homebound caseload
Alabama			8
Alaska	X		
Arizona			7
Arkansas			10
California	X		
Colorado	X		
Connecticut	X		
Delaware		X	
Florida	X		
Georgia			8
Hawaii	X		
Idaho		X	
Illinois		X	
Indiana			5
Iowa			10
Kansas			6-10 home 6-15 hosp.
Kentucky		X	
Louisiana			6-11
Maine		X	
Maryland		X	
Massachusetts		X	
Michigan			12
Minnesota	X		
Mississippi		X	
Missouri		X	
Montana		X	
Nebraska	X		
Nevada	X		
New Hampshire	X		
New Jersey		X	
New Mexico		X	
New York		X	
North Carolina			12
North Dakota			5 home 10 hosp.
Ohio		X	
Oklahoma		X	
Oregon	X		
Pennsylvania		X	
Rhode Island		X	
South Carolina	X		
South Dakota		X	
Tennessee	X		
Texas	X		
Utah		X	
Vermont		X	
Virginia		X	
Washington		X	
West Virginia	X		
Wisconsin		X	
Wyoming	X		
D.C.	X		